ONTARIO

COMMONWEALTH AND CITIZENSHIP DAY

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THE MINISTER'S MESSAGE

It is often repeated that we are living in an age of rapid changes and, as far as travel and communications are concerned, in a world that is rapidly diminishing in size. As a result, the dimensions of education are becoming increasingly international and our schools, colleges and universities must examine carefully their performance and their contributions in the international field so that they may strengthen and extend them.

Although our young people are extremely proud to be Canadian and are vitally interested in our national events and affairs, they must also be guided to become increasingly aware of happenings in other countries. The age of isolated nationalism is almost over and today the youth of one country is becoming concerned as to what is happening to young folk in other lands. Youth, the world over, must learn to trust, to understand and to respect one another so that their respective countries may live in harmony and help one another. In this way future prospects and prosperity may then be shared for the survival of all.

It is on such ideals that the Commonwealth of Nations was founded. The Secretary of State for Commonwealth Relations aptly stated these aims and ideals in these words, "The main efforts of the Commonwealth are directed towards two objectives. The first is to promote greater trust and understanding not only between its peoples but among all nations of the world, and thereby increase the prospects of peace. Our other main objective is to help one another in the economic field, to raise the standard of living and happiness of all our peoples".

It is hoped that every school in the Province will devote time during this day, either in the auditorium or in the classroom to a study of some of the aspects of Citizenship and Commonwealth Relations so that our children will have knowledge and understanding of their rôle as Canadians in establishing and maintaining a free and secure world.

William G. Davis

MINISTER OF EDUCATION

THE COMMONWEALTH OF NATIONS

The Commonwealth of Nations is the most interesting and unusual family in the history of man. It is composed of many nations of differing creeds, colour, customs and languages, but all having the same purpose in mind—to maintain a bond of unity founded on a love of freedom, a spirit of understanding and trust, and a friendly exchange of ideas.

As in large families, the nations of the Commonwealth vary in age. Some, like Canada, are old and experienced; others like Kenya and Uganda, are of recent birth. Yet all are bound together in a true sense of family relationships. Again, as often happens in large families whose members are dispersed all over the world, there are misunderstandings which have to be cleared up. Such is often the behaviour of the nation members of the Commonwealth. Members of a family also have annual reunions in order to meet face to face and to exchange thoughts. Such reunions are witnessed in the conferences of the Commonwealth Prime Ministers, held in London, England.

Each member of the Commonwealth is free and independent and no one member can dictate to another, nor can a group of members force its views on any single member. Yet it is in this spirit of freedom and independence that goodwill and trust flourish so that one member becomes concerned with the other's difficulties and problems. The only necessity for membership within the Commonwealth of Nations is acceptance by the other nation members and the recognition of the Queen as its head.

There are, however, other bonds that seem to hold the Commonwealth nations together. The peoples of this vast family have been brought up in true British traditions and customs which have survived the trials and tests of time. The Commonwealth may no longer be regarded as "British" but certain traditions based on British government, justice, education and democracy prevail.

The unity of the Commonwealth depends on its peoples learning about one another and working together with understanding. Only through education and the friendly exchange of ideas will the Commonwealth grow and its spirit survive.

SOME THOUGHTS ON THE COMMONWEALTH OF NATIONS

"We know it (the Commonwealth) as a group of equals—a family of like-minded peoples whatever their differences of religion, political systems, circumstances, and races, all eager to work together for the peace, freedom, and prosperity of mankind. We know, too, that in this family group no member loses one jot of its own sovereignty or individuality.

One of the great features of any family association is that it is not based upon some rigid set of rules. It derives its strength from the respect and affection which members have for each other. This allows a wide degree of disagreement and intelligent discussion. I think it is of the greatest importance that we should remember this within the Commonwealth family".

Her Majesty, the Queen

"The Commonwealth story is a great partnership of independent nations. It is the story how peoples of many different races and religions, dwelling in many different lands, have come to live and work and grow together in mutual amity and respect".

Mr. Bernard Braine, Joint Parliamentary Under-Secretary of State for Commonwealth Relations

"Families are the bricks from which all human societies are built. If the bricks are sound the edifice will endure".

Her Majesty, the Queen

"The bonds which unite us, though supple as elastic, are stronger than the tensest steel".

Winston Churchill,
THE LIVING COMMONWEALTH (Hutchinson)

"The Commonwealth embraces some 700,000,000 people, about one-fifth of the population of the entire globe. As members of the Commonwealth we maintain with one another a special relationship, one which is closer and more intimate than the normal relationship between other countries. We continuously consult one another and constantly exchange thoughts and views upon matters of mutual concern and upon current problems of the world as a whole".

Mr. Duncan Sandys,
Secretary of State for Commonwealth Relations

"In spite of criticism, the kind of civilization which is found in the countries of the Commonwealth compares with any of modern times in justice, tolerance, the desire for peace and freedom, and respect for human values. It may well, as it comes to fruition, prove one of the most efficient and prosperous".

THE COMMONWEALTH WE LIVE IN,
British Information Services in Canada

CITIZENSHIP

Sir John A. Macdonald, our great Canadian statesman and the Father of Confederation, once defined citizenship as "the great heritage bequeathed to us by our fathers".

The foundations of citizenship are old. Both the ancient Greeks and Romans considered themselves as citizens, that is, as individuals enjoying equal rights as members of a city or a community united under a government. As Canadian citizens we enjoy the privileges one associates with a democratic way of life. These include freedom of movement, freedom to vote as one wishes, freedom of speech and of the press, freedom from fear, freedom from great poverty and want, freedom to worship as one wishes and freedom from persecution.

It must, however, be realized that in order to enjoy all the advantages of citizenship one also has to accept many duties and responsibilities. In time of war, thousands of Canadians have served their country in the Armed Forces. This, of course, is the highest

duty and demand of citizenship. But there are also obvious everyday duties—obeying the laws as they are made for the good of all, being willing to help in the enforcement of these laws, paying one's taxes and voting wisely after mature consideration.

There are also duties which are not always recognized as such but which are a very real part of good citizenship. They include doing an honest job and trying to do it well; trying to improve one's knowledge or skill or ability; helping one's neighbours, taking part in the activities of the community and endeavouring to make Canada a happier, more secure and a better place in which to live.

SOME THOUGHTS ON CITIZENSHIP

"It is men who make a city, not walls, or ships without crews".

Pindar (circa 480 B.C.)

"If the citizens are of sound character, I consider the town splendidly fortified".

Aristotle (circa 330 B.C.)

"What constitutes a State?
Not high-crowned battlement or labour'd mound,
Thick wall or moated gate; . . .
No:—men, high-minded men,—
Men who their duties know, . . .
These constitute the State".

Coriolanus (Shakespeare)

"For this is the bond of men in cities, that all shall rightly preserve the laws".

Euripides (circa 428 B.C.)

"Canadians, in the not remote distance, will be one great nationality, bound, like the Shield of Achilles, by the blue rim of the ocean".

Thomas D'Arcy McGee

SUGGESTIONS TO TEACHERS

Observance of Commonwealth and Citizenship Day may take on many forms in the school curriculum. Some schools may wish to develop suitable topics by lessons, discussions, current events talks, showing a film, etc. during the days preceding Commonwealth Day and culminating in a trial programme in the auditorium or in the classroom.

The programme might be patterned on the following format:

1. A song suitable for the occasion
2. A short speech by a pupil, a teacher or the principal
   The content of the speech might be based on the two short articles included in this folder—the Commonwealth of Nations and Citizenship.
3. Special feature
4. O Canada God Save The Queen

SUGGESTIONS FOR THE "SPECIAL FEATURE" SECTION OF THE PROGRAMME

This part of the programme could be presented in any one of the following forms:

(a) A selected film
(b) A short play suitable for the occasion—play might be written by the students for the programme
(c) Reading by children of selected poems or singing selected songs of certain Commonwealth countries
(d) Children dressed in various national costumes might describe the flags of some of the Commonwealth nations or give very short accounts about certain countries
(e) Pupils or teachers might show a few selected coloured slides of any of the Commonwealth countries they have visited—adding their own commentary
(f) A visitor might be invited to give an address—preferably an illustrated talk on a visit to a Commonwealth country

SUGGESTED FILMS

S.S. 294 Skipper Learns a Lesson (Primary Grades)
S.S. 486 Moving Day—Timmy's New Neighbours (Primary Grades)
S.S. 30 Commonwealth of Nations (Intermediate Division)
S.S. 599 History of Our Flag and Coats-of-Arms (Junior and Intermediate Division)
S.S. 563 Pioneer Village (Junior and Intermediate Divisions)
S.S. 603 Queen Opens Parliament (Intermediate and Senior Divisions)
S.S. 436 Sceptre and the Mace (Intermediate and Senior Divisions)
S.S. 544 Georges Vanier (Intermediate and Senior Divisions)

The above-named films are available from the Audio-Visual Education Branch, Department of Education, 559 Jarvis Street, Toronto 5. The numbers and titles of these films are taken from the Visual Education Catalogue, 1961 and the Visual Education Catalogue Supplement, 1963 of the Department of Education.

The following National Film Board programmes suitable for senior high school classes may be borrowed from local film libraries.

(a) Vote for Michalski
(b) A Day in the Night of Jonathan Mole
(c) Citizen Varek
(d) The Threshold

SUITABLE DISPLAYS FOR THE CLASSROOM (For various grade levels)

1. A mural prepared by the pupils
2. A display of dolls from Commonwealth countries
3. A stamp collection
4. A wall map showing the various Commonwealth countries linked by tapes to representative pictures of the peoples of these countries
5. A display table with labelled exhibits or samples of goods from representative Commonwealth countries
6. A display of miniature flags from Commonwealth countries.